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Physical Science.

The Nebular Hypothesis.

The observations which led Herschel to his well known hypothesis in reference to the nebulae, are recorded in the paper submitted by him to the Royal Society in 1811. The first, or (as he conjectures) the original condition of the luminous fluid, is its perfect diffusion throughout the regions of space. In more advanced objects there are a greater or less number of spots, brighter than the general mass. In a third class, these spots increase in brightness, and appear at length like nuclei around which the nebulous matter is condensing in virtue of some internal attractive energy. In a class still farther advanced, is presented the phenomena of groups of nebulous matter, with two or more centres of condensation about to break up or to divide into separate round nebulae. The process of separation seems to have proceeded farther in a fifth class, the original matter having actually become broken up, preserving close relations of contiguity, and sometimes apparently resting on a very faint oval bed of light. Whatever the number of nuclei, the phenomena are substantially the same: And a perfect and continuous gradation seems thus established of regular circular bodies, increasing in brightness and in compression towards their centre.

By contemplating the separate nebulae in conjunction with their combination into nuclei, Herschel discovered that far the greater number of the former were spherical, and that they were arranged in a regular series, each successive term of which evinced a progressive augmentation of light about the centre. After passing through classes of objects characterized by a gradually increasing indefinite illumination, he at length recognized a *defined central disc*, which became more and more defined and concentrated until he arrived at the nebulous stars. Nor does the series ter-

minate here. The haloes or nebulous atmospheres of these stars become more faint and diminish in diameter until the object in view assumes the form of a fixed star distinguished from its companions by a small and almost imperceptible halo. From these phenomena Herschel concluded that notwithstanding the changes of the individual nebulae might extend over periods too vast to admit of human observation, their masses were nevertheless ultimately destined to be transformed, in virtue of regular laws, into organized stars, and that this slow transforming process was the proximate origin of the varied phenomena of the stellar heavens.

Falling Stars.

It has been demonstrated that these meteors move through the air with the average velocity of twenty miles in a second—as swiftly as the earth in its orbit: a velocity altogether too great to have had its origin in any volcanic eruption, lunar or terrestrial, or any conceivable explosion, while it is much too small to be attributed to electricity. From a variety of observations made in Europe, it has also been demonstrated that this velocity is not uniform in all meteoric bodies, but that it ranges from ten to two hundred and fifty miles per second—the least velocity being too great to belong to a satellite of the earth, and the greatest tenfold more than sufficient to throw a body out of the region of the sun's influence. The height of the meteors was likewise found to vary from six to six hundred miles.

Proper Motions of the Stars.

Minute changes in the places of certain of the fixed stars have been discovered by modern astronomers, which force upon us the conclusion either that our solar system causes an apparent displacement of certain stars, by a motion of its sun in space, or that they have themselves a proper motion. Some years since Sir William Herschel supposed he had detected changes of this kind among two sets of stars in opposite points of the heavens, from which he drew the inference that the solar system was in motion towards a point in the constellation Hercules; but other astronomers have not found the changes in question such as would correspond to this motion or to any motion of the sun: And while it is a matter of general belief that the sun has a motion in space, the fact is not considered established. The stars being the points of departure from which all celestial measures are taken,

it is obvious that if their positions vary arbitrarily, or according to laws not ascertained, all the elements of astronomical calculation must partake of a corresponding uncertainty. That several of the stars undergo a gradual change of place, is a fact of which there can be no doubt: but their motion is so slow that it can hardly become visible to the naked eye in a great number of years. Of all the stars in which astronomers have recognized proper motions, there is none whose annual displacement exceeds five or six seconds; and in general it is much less. Yet even these, in course of time accumulate to considerable quantities, and render frequent revision necessary. Nothing is yet known of the nature of these motions; whether they are performed about a distant centre, or are directed to a fixed point in space, they may for all practical or scientific purposes be regarded as uniform for the period of centuries.

It cannot be doubted that stars are bodies of the same nature with the sun, and consequently endued with attracting powers. However much then, the impression which any given star receives from another or others may be diminished by the enormous distances which intervene between them or neutralized by being made in opposite directions, it is inconceivable that these forces can be so exactly balanced as to have no tendency whatever to motion: The strong probability then is in favor of the hypothesis of the proper motion of the stars: including the sun of our own system.

Furnished with the instruments and improved methods of modern times, the practical astronomer may measure the distances, determine the magnitudes, discover the great laws of movement and even ascertain some of the inequalities of the motion of the heavenly bodies. Knowing these general facts, and that all bodies mutually attract each other according to simple and invariable mechanical laws, the physical astronomer may proceed to weigh the masses of the sun and planets, define the devious path of comets, and investigate all those irregularities and inequalities in the motion of the innumerable planetary host so perplexing and apparently inexplicable in their aspect, but which are notwithstanding, simple consequences of fixed and unalterable laws. "Our knowledge of the laws of the motions of the planets and satellites," says Mr. Whewell in his treatise on Astronomy and General Physics, "is far more complete and exact, far more thorough and satisfactory than the knowledge we possess in any other department of natural philosophy. Our acquaintance with the laws of the solar system is such that we can calculate the precise place and motion of most of its parts at any period past or future, however remote; and we can refer the changes which take place, in these circumstances, to their proximate cause, the attraction of one mass of matter to another acting between all the parts of the Universe."

Progress of Astronomical Science.

At the commencement of the nineteenth century, the method of investigating and expressing the perturba-

tions of the *radius vector*, and the latitude and longitude of the planets, was well understood, and had been fully explained by La Place in the *Mecanique Celeste*; including the theory of the secular variation of the elements, the limits of variation of the eccentricity and inclination, the unlimited variation of the perihelion and node, and the permanency of the axis major. The long inequality of Jupiter and Saturn had been calculated; the acceleration of the moon's mean motion, explained; and the inequalities depending on the sun's parallax, and on the earth's ellipticity, pointed out. The remarkable relation between the motions of Jupiter's three first satellites which exists in consequence of their mutual perturbations, had been explained. The lunar theory was nearly perfect. The general methods of computing the perturbations of comets had been illustrated by La Grange. The theorems for precession, change of obliquity of the ecliptic, &c., were almost complete. In 1808 La Place published his supplement to the third volume of the *Mecanique Celeste*, and La Grange immediately followed it with equivalent results obtained by a different process. These essays may be regarded as having completed the theory of planetary perturbations.

In 1824 Bessel published a method of investigating separately the effects of perturbation produced by a planet's action on the sun, and on another planet,—the question having been long previously agitated whether the absolute force of the planet on these bodies was the same. In 1830-32 Mr. Lubbock and Mrs. Ivory published several papers on the general problem of perturbations, the objects of which were among other things to give expressions for the variation of the elements which shall be true to all orders of the disturbing force, and to show the identity of the results obtained by perturbation of the elements and perturbation of the co-ordinate. In 1820 Nicolai investigated the secular variations of the earth's orbit, in verification of those given by La Place and La Grange. In 1828 Prof. Airy of Cambridge, announced the discovery of a small inequality of long period in the earth's motion produced by the action of Venus, and a corresponding inequality in the motion of Venus produced by the earth; and in 1830-31 Carlini of Milan, commenced the investigation of an inequality in the earth's motion depending on the sun's distance from the moon's perigee. In 1832-3 the mass of Jupiter was determined by Prof. Airy, from observations of the transit of his satellites, during the time of their greatest elongation, to be more than 322, and less than 323 times that of our own globe.

Chemistry.

Chemistry is that science which examines the constituent parts of bodies with reference to their nature, proportions and modes of combination. It consists in an investigation into the composition of the elementary principles of matter, their mutual agencies, and their susceptibility of acquiring new properties by entering into new combinations: and considers the effects which result from the action of the particles of

matter on each other, and which to a greater or less extent change the nature of bodies, so as to make them something different from what they were before. Most of the substances belonging to our globe are constantly undergoing alteration, and one variety of matter becomes transformed into another. Such changes, whether natural or artificial, whether slowly or rapidly performed, are termed chemical: and the object of chemical philosophy is to ascertain the causes of these phenomena, and the laws by which they are governed. The gradual and nearly imperceptible decay of the vegetation of a fallen tree and the rapid combustion of fuel in a common fire, are alike chemical operations, differing in degree, of a common element.

At the commencement of the eighteenth century, chemical philosophy, began vigorously and successfully to be applied to the useful arts, and directed to the investigation of nature in all her various departments. Previous to the time of Cullen, the science of chemistry had been regarded in the light of a valuable appendage to medicine, and as useful, chiefly as it contributed to the improvement and more general success of medical remedies. That eminent physician and accomplished scholar, adopted a more enlightened and comprehensive view of the science, as not only capable of throwing light on the constitution of bodies, but of conducing to the improvement and advancement of manufactures and of the arts generally. The discoveries of Dr. Black, relative to the composition of limestones, the existence of latent heat, and of the operations of heat in changing the state of bodies, converting solids into liquids and liquids into gases, form a most important epoch in the history of chemical philosophy; disclosing as they do the hidden causes of many intricate phenomena, and the germs of many of those gigantic improvements in machinery, which have given so powerful an impulse to modern civilization. He demonstrated that the change of solids to the liquid state, was uniformly accompanied by the absorption of heat, which is concealed or *latent* in the liquid, so as not to be indicated by the thermometer. His theory assumes that heat is a material substance of excessive tenuity, existing in bodies in variable proportions, perceptible to our senses, and affected by the thermometer, in a free state, but occasionally entering into union with other substances, or separable from them, in accordance with the usual laws of chemical attraction; that in fluids it is combined or latent, but on their conversion into solids, it is separated in a free or sensible state. Many, however, of the ablest and most scientific philosophers of the last century, seem disposed to regard heat as the result of a vibrating motion among the particles of matter, the vibrations increasing in rapidity and extension with the increase of heat, accompanied in fluids by a motion of the particles around their axes. This hypothesis seems to have been favored by Newton; and is strongly supported by the imponderability of heat and its continuous extrication by friction, as well as by several other facts, apparently explicable solely by the vibratory theory.

The principal results of modern chemistry have been thus enumerated by Sir John Herschel, in his celebrated discourse on the study of Natural Philosophy."

"1. The discovery of the proximate, if not the ultimate elements of all bodies, and the enlargement of the list of known elements to its present extent, of between sixty and seventy substances.

"2. The development of the doctrine of latent heat by Black, with its train of important consequences, including the scientific theory of the steam engine.

"3. The establishment of Wenzel's law of definite proportions, on his own experiments, and those of Richter, a discovery subsequently merged in the greater generality of the atomic theory of Dalton.

"4. The precise determination of the atomic weights of the different chemical elements, mainly due to the astonishing industry of Berzelius and his unrivalled command of chemical resources, as well as to the researches of the other chemists of the Swedish and German school, and of Dr. Thomson of England.

"5. The assimilation of gases and vapors by which we are led to regard the former, universally, as particular cases of the latter: a generalization resulting chiefly from the experiments of Faraday on the condensation of gases, and those of Gay Lussac and Dalton, on the laws of their expansion by heat compared with that of vapors.

"6. The establishment of the laws of the combination of gases and vapors by definite volumes, by Gay Lussac.

"7. The discovery of the chemical effects of electricity, and the decomposing agency of the Voltaic pile, by Nicholson and Carlisle; the investigation of the laws of such decompositions by Berzelius and Hisinger; the decomposition of the alkalies by Davy, and the consequent introduction into chemistry of new and powerful agents in their metallic bases.

"8. The application of chemical analysis to all the objects of organized and unorganized nature, and the discovery of the ultimate constituents of all, and the proximate ones of organic matter, and the recognition of the important distinctions which appear to divide these great classes of bodies from each other.

"9. The application of chemistry to innumerable processes in the arts, and among other useful purposes, to the discovery of the essential medical principle in vegetables, and to important medicaments in the mineral kingdom.

"10. The establishment of the intimate connection between chemical composition and crystalline form by Haüy and Vauquelin, with the successive rectifications the statement of that connection has undergone in the hands of Mitscherlich, Rose, and others, with the progress of chemical and crystallographical knowledge."

The theory of electrical equilibrium, and the laws of the distribution of the electric fluids over the surface of bodies in which they are accumulated, have been elaborately investigated by the ablest mathematicians. They are based upon the assumption of a law of attraction and repulsion, similar to those of gravity and magnetism.

The great strength of chemical research has been expended in the formation and analysis of the salts. With a vast number of these compounds we are already acquainted: upwards of two thousand having been either described or indicated.

The doctrine of *isomorphism* has recently proved of great use in determining the true atomic constitution of many compound bodies. Its law, as announced by Mitscherlich, in its utmost generality, is as follows:

"The same number of atoms combined in the same way produces the same crystalline form, and the same crystalline form is independent of the chemical nature of the atoms, and is determined only by their number and relative position. This law has undergone a slight modification since its original promulgation, not however in any way affecting the conclusions to be drawn from it in respect to the atomic constitution of bodies. It has proved" observes Mr. Johnston in his report on chemistry before the British association in 1832, "eminently useful in clearing up the constitution of crystallized mineral substances, and of many artificial compounds in which the presence of apparently foreign bodies seemed to set at defiance the theory of definite proportions. Many varieties of the same mineral occur in nature, agreeing in form and other external characters, and distinguished from one another only by slight shades of difference; in all of which while the chemist found the same predominating ingredients, he detected in some specimens the presence of small quantities of bodies not generally occurring in the species. The conclusion to which all analyses pointed was that the atoms of certain classes of acids, of certain classes of bases, and of certain classes of elementary substances, possessed each the same ultimate form, and might, therefore, be substituted for, or made to replace each other without altering the form of the crystalline compound into which they entered as constituent parts."

REPORT

Of the Committee on Literature in Relation to Petitions for Amendments to the Act Establishing Free Schools throughout the State.

The committee on literature, to which was referred various petitions, praying for amendments to the act establishing free schools throughout the State, passed March 26, 1849. REPORT:

That it is evident from the memorials submitted to them that the present laws require, in some particulars, a careful revision to make them accomplish fully the ends of their enactment.

The complaint of a meeting of citizens of Orange county "that the school laws of this State, by repeated alterations and amendments have become voluminous and complicated almost beyond comprehension, so much so as to require radically revising, simplifying and abridging," is by no means unjust; and as the first step towards the permanent establishment of the free school system, this committee recommend a revision and simplification of the school laws by the Secretary of State.

It has become apparent, however, that much of the opposition to the new school law has arisen from a reluctance on the part of the tax-payers to vote the necessary money for the due maintenance of the free schools. Some districts have even voted to diminish the number of months during which their schools shall be kept open from eight months to four, content to give their children half the teaching which the law intended, rather than submit to the smallest tax.

Rate bills are still regarded with favor, because they fall, not upon the property of a district, but upon the parents who have children to send to school. Many parents, however, under the old system, kept their children at home, because they could not afford to pay, and because they were not willing to confess the pauperism which alone entitled them to free schooling. It should be the aim of the State to make admission to its schools the absolute right of the child of every citizen, a right which it shall be no meanness in the rich man to enjoy, nor degradation to the poor man to claim.

By the ninth article of the constitution, provision is made for the annual addition of \$25,000 to the capital of the Common School Fund. The revenues of the canals will soon allow a portion to be devoted to the support of schools, beyond what is required for interest, repairs and accumulation. The rate bills for 1849 amounted to \$489,699.63; and we have therefore to

provide for raising a similar amount, which lessens every year until our School Fund becomes large enough to support the schools out of its incomes, without resort to taxation.

The Governor of this State again recommends the restoration of the office of county superintendent, which he had advised in his message of last year.

In his annual report for 1849, the State Superintendent presented strong testimony to show that the office of county superintendent had been unwisely dispensed with. His predecessors, without exception, disapproved of the abolishment of the office, and were right in insisting that such an officer is needed, as the medium of communication between the department and the 900 towns and 11,000 school districts under its care. "The territory is too large," says the State Superintendent, "its subdivisions too many, its relations too diverse, the local officers too numerous, and the interval between the department and them too wide to permit that actual and minute supervision which is necessary to an efficient administration of the school laws."

The chief objection in the minds of those unacquainted with the subject to the plan proposed by the State Superintendent, was probably the expense. By the present system, the nine hundred town superintendents, at a compensation averaging \$75 a year each, cost the State \$67,500; or to be accurate, as the number of towns in 1849 was 873, the cost was \$65,475. Deducting from the 128 Assembly districts those embraced within cities having Boards of Education or city superintendents, not more than 100 will remain as the number to furnish superintendents in the way proposed by the Secretary of State, and set forth in the act herewith submitted to the Senate. At \$500 each, the cost would be but \$50,000, a positive saving of more than \$15,000, while the system would give to the schools the constant supervision of competent men, paid for their whole time, and proud of an honorable office. The benefits of such a change cannot be easily overrated. The vast array of school districts spread all over the State would be quickened into rivalry and good discipline. Reports would be more readily and correctly returned to the Department of State, and new energy every where infused. The present organization is like that of an army without officers between the corporal and the staff, its regiments without colonels, its companies without captains. This would be deemed but a sorry simplification of the art of war; yet almost such is the condition of our school system. This Committee, therefore, recommend that the suggestions of the State Superintendent, confirmed by another year's experience, be favorably considered and acted upon.

The objection to restoring the office of county superintendent is simply that a county is often too large to permit the proper care of all its schools by one person. Assembly districts furnish more convenient divisions of territory.

The free school law has received a very large majority of the votes cast in this State in its favor. Fifty-five counties voted for the law, and only four against it. Such an expression of the public will is not to be disregarded.

Thoroughly persuaded that free education is of the last importance to the welfare of the State, the committee on literature do not hesitate to recommend that the full provision by towns or districts according to law, for the maintenance of free schools, during at least eight months of the year, shall be the condition on which, and on which only they shall receive any portion of the public school fund.

The benefits of free education are not now for the first time to be doubted. Nothing valuable comes without toil and cost. Our hopes of political freedom, of personal security, of unforced conscience, all hold by the anchor of faith in the intelligence of the people. France has the opportunity of freedom, but not the people of which freemen are made; nor the schools which rear good citizens.

The day is coming, we already see its dawning in

our own State, when education shall be by all held as necessary as food; and whenever the reign of peace on earth shall begin, with the sword will also be laid aside the shackles of the convict, and our prisons shall be turned into colleges and free schools. At present we have but the alternative between prisons or schools; between a people educated, self-respecting self-restraining, or an unreasoning populace, ignorant of the history of the past or of the learning of the present, ever ready to become the tools of a demagogue and to act over again the massacre of St. Bartholomew, or the Reign of Terror.

Already the farmer is exposed to the midnight murderer, who, (as has just occurred in New-Jersey,) climbs by an upper window into his house, and slaughters wife and husband in their bed-chamber. That murderer was an untaught stranger, who came, unblest by a free school, to our shores, and revenged himself upon a prosperity he envied, by robbery and outrage. Almost three hundred thousand strangers, like him untaught in such schools as ours, land every year at the single port of New-York. Shall we not protect ourselves against their children, if we cannot against them? Between the standing army of school masters, and the armed police; between the spelling book and the bayonet, there is no difficulty now in choosing. Let us seize the opportunity; let us insist upon upholding our schools, and New-York will sustain as proud a reputation for the best free education, as she now does for the best system of prison discipline.

The committee submit to the Senate the following act, prepared under the direction of the Secretary of State as Superintendent of Common Schools.

All which is respectfully submitted.

JAMES W. BECKMAN,
SAMUEL MILLER.

ACT

Further to amend the act establishing free schools throughout the State, passed March 26, 1849.

The People of the State of New-York, represented in Senate and Assembly, do enact as follows:

§ 1. The second section of the act entitled "An act establishing free schools throughout the State," is hereby amended so as to read as follows:

§ 2. It shall be the duty of the several boards of supervisors, at their annual meetings, or at any special meeting duly convened (in pursuance of law,) to cause to be levied and collected from their respective counties, in the same manner as county taxes, a sum equal to twice the amount of State school moneys apportioned to such counties, and to apportion the same among the towns and cities in the same manner as the moneys received from the State are apportioned. They shall also cause to be levied and collected from each of the towns in their respective counties, in the same manner as other town taxes, a sum equal to the amount of State school moneys apportioned to said towns respectively, and such further sum as the electors of each town shall have directed to be raised, at their annual town meeting, in pursuance of law.

§ 2. The sixth section of the act aforesaid is hereby amended so as to read as follows:

§ 6. When the said voters of any district at their annual meeting, (or at a special meeting called for that purpose in pursuance of law,) shall refuse or neglect to raise by tax a sum of money, which added to the sum apportioned to said district by the State, and the money raised by the board of supervisors, under the second section of this act, will support a school in said district for at least eight months in a year, keep the school-house in proper repair, and furnish the necessary fuel, then it shall be the duty of said trustees to repair the school-house, purchase the necessary fuel, and employ a teacher, or teachers, for eight months, and the whole expense shall be levied and collected in the manner provided in the third section of this act; and no district so refusing or neglecting to make provision as required by this act, for the proper support of a school

for at least eight months in a year, shall receive any share of the public money.

§ 3. The Comptroller is hereby authorized to loan from the Common School Fund to the supervisors of any county in which the amount required by the second section of the act hereby amended shall not have been raised, a sum equal to such amount, on the production of a certified copy of the resolution of such board to apply for such loan: And it shall be the duty of such board, at its first annual session thereafter, to levy and collect upon the taxable property of the county, in the same manner as other county taxes are levied and collected, an amount sufficient to repay said loan, with interest; and when collected it shall be the duty of the county treasurer to pay over the same to the Comptroller; but such towns or districts in said county as shall have duly raised their share of the amount required by law, shall not be subject to the levy and collection of the county tax as herein before provided.

§ 4. The omission of the board of supervisors of any county to raise the additional amount required by the second section of the act hereby amended, at their last annual meeting, or to direct the loan herein before provided for, to be made, shall not be construed in any manner to effect or invalidate the duties and powers conferred and imposed upon the trustees and inhabitants of the several school districts by the third and succeeding sections of said act: And all proceedings heretofore had in the several districts, under and in pursuance of the sections aforesaid, are hereby confirmed.

§ 5. The office of town superintendent is hereby abolished on and after the first Monday of November next.

§ 6. There shall be in each Assembly district, except in those cities or villages which now have, or shall hereafter have, a city superintendent or board of education, a superintendent called the Assembly superintendent; he shall be elected by the people, and shall hold his office for three years. He shall receive an annual salary of \$500, one-half of which shall be a county charge, and the other half shall be paid from the unappropriated revenue of the Common School Fund. He shall perform all the duties now required by law from town superintendents, except the receipt and disbursement of moneys.

§ 7. It shall be the duty of the supervisor of each town to receive and disburse the school moneys belonging to his town.

§ 8. Assembly superintendents shall have appellate jurisdiction over all school district controversies, subject to review by the State Superintendent.

§ 9. The tax list and warrant for the collection of the respective amounts required to be raised under this act by the inhabitants or trustees of the several districts, shall be made out and delivered to the collector within thirty days after the expiration of the respective terms of school provided for, and shall embrace only such portions of the amount so raised as are required to meet the actual expenses of such terms. When collected it shall be the duty of the collector to pay over such portion of the moneys raised as may be applicable to the payment of teachers' wages, to the town superintendent of the town in which the school house of the district is situated, subject to the order of a majority of the trustees in favor of such duly qualified teacher as may have been employed by them; and the residue of the amount so raised shall be paid over to the trustees, to be by them expended in pursuance of the vote of the district, or for the purposes specified in this act.

§ 10. Section 16 of chap 332 of the Laws of 1849, is hereby so amended as to read as follows:

"§ 16. Sections fifteen, eighty-three, one hundred and six, one hundred and seven and one hundred and eight, of chapter four hundred eighty, Laws of eighteen hundred and forty-seven, and section three, chapter two hundred and fifty-eight, Laws of eighteen hundred and forty-seven, are hereby repealed."

§ 11. It shall be the duty of the Superintendent of Common Schools to cause to be prepared, published

and forwarded to the officers of the several school districts of the State, and to each town clerk, and to each county clerk, a copy of the Revised Statutes relating to common schools, as amended by the several acts subsequently passed, with such digest, forms, instructions and expositions as he may deem expedient, for the use of the inhabitants and officers of the several districts, counties and towns aforesaid.

§ 12. All acts and parts of acts inconsistent with the provisions of this act are hereby repealed.

§ 13. This act shall take effect immediately.

Official.

Decisions and Opinions of the Superintendent.

STATE OF NEW-YORK, SECRETARY'S OFFICE, }
Department of Common Schools. }

Powers and Duties of Trustees under the New School Law.

1. The *four months* school required by the new law, was undoubtedly intended by the legislature to be maintained *subsequently to the 1st of January* of each year, so as to enable the district at all events, to secure its share of public money for the succeeding year. The rate-bill system, however, having been abolished, no provision has been made by the act in question for the payment of teachers previously employed, and whose terms expire subsequently to the period when that act took effect, otherwise than by district taxation, after applying the public money belonging to the term. Where, therefore, the inhabitants have failed to authorize such taxation by their vote, in addition to the tax for the support of schools for the ensuing year, I have been compelled to hold that the case comes under § 109, (No. 134) of the school law of 1847, page 31, and that the Trustees would be legally justifiable, for their own protection from personal liability to the teacher, under the contracts entered into with him, in imposing the necessary tax, for the balance due for his wages, after applying the public money as above specified, under that section,—the employment of a teacher being an act authorized and required by law.

Powers of Inhabitants.

2. The inhabitants may by vote, direct *at what period of the year* subsequently to the 1st of January, the school shall be taught, and whether one or more terms shall be kept; and the Trustees are bound to carry out their directions in this respect: and where no such vote is taken, they may fix such terms or period at their own discretion.

Fuel.

3. *Fuel* for the use of the school can be provided under the new law, only by tax upon all the taxable inhabitants of the district.

Use of School House.

4. Trustees of districts are by law, charged with the care and custody of the school-house of the district, and they are responsible to the district for the preservation of its property. Subject to this responsibility, they may, with the consent of a majority of the inhabitants, present at any legal district meeting called for that purpose, allow the school house to be used for a private school for the benefit of the inhabitants of the district; or for any other proper purpose when not required for a district school.

Powers of Trustees.

5. Trustees are bound to carry out the vote of their district as to the *aggregate amount* to be expended during the ensuing year, for teachers' wages, or for any other specified object of expenditure passed upon by the district: and they should be governed by the expressed wishes of the district, as to the length of time a school should be taught, and the compensation of the teacher employed, so far as may be practicable. The law, however, leaves it *discretionary* with them to contract with

teachers on such terms as they may deem expedient; and this discretion cannot be controlled by a vote of the district.

Teacher's Lists.

6. Teachers are still required to keep a daily, weekly, monthly and quarterly list of attendance of pupils, to enable the Trustees to report to the Department annually, the number of children in attendance for the respective periods of two, four, six, eight, ten and twelve months. It is the duty of the Trustees to furnish them with the necessary blank books for this purpose.

Tax List.

7. The existing law requires the tax list in all cases to be made out and the warrant delivered to the Collector, within thirty days after the meeting at which the tax is voted. This provision should therefore be strictly complied with: and if, for any reason, it is deemed desirable to postpone the collection of the whole, or a portion of the tax, the warrant may be permitted to run out in the hands of the Collector, and be renewed from time to time, in the mode prescribed by law, until the money is wanted.

Collector.

8. If in consequence of the neglect or omission of the Trustees to take security of the Collector, any portion of the funds of the district are lost, the Trustees will be personally responsible to the district for the amount.

Notice of Meetings.

9. The proceedings of no meeting, annual or special, can be invalidated by the omission on the part of the clerk of the district, to give due notice to all the inhabitants entitled to vote therein, where such omission is neither wilful nor fraudulent.

No special notice of a meeting called under the New School Law is necessary. Notices posted at the same time with the estimates, for two weeks preceding the meeting, is sufficient.

When Proceedings will be set aside.

10. The fact that illegal votes were given at a school district meeting, is not, of itself, and in the absence of any appeal, sufficient to invalidate the proceedings of such meeting. Nor would such proceedings be set aside on appeal, unless it were shown that such illegal votes affected the result, and that they were duly challenged by some legal voter in the district, and the chairman refused to administer, or the voter to take, the declaration prescribed by law.

Qualifications of Voters.

11. Any resident of a district of full age, and entitled to hold lands in this State, who *owns, hires, rents or leases*, (verbally or otherwise, if for a less term than one year,) real estate which is taxable in the district, whatever may be its value, and whether he pays the taxes on it or not, is a legal voter at school district meetings, independent of any other qualification, if he is an actual resident of the district, at the time he offers his vote.

So if he has paid any district tax within two years preceding.

So if he has personal property of the value of fifty dollars or upwards, over and above such as is exempt by law from execution. This includes all young, single men, who have \$50 or upwards, as no portion of their property is exempt from execution.

Payment of a *rate-bill* is not, however, a qualification: nor can any person vote who has no other qualifications than such as entitle him to a vote at elections and town meetings.

Railroad and other Corporations.

12. Railroad and plank road corporations are taxable in the several districts through which their roads run, for so much of their roads as may be in such districts, according to its actual value at the time of the assessment, whether that value is more or less than the original cost. In ascertaining such value, the Trustees must first procure from the town assessment roll, if practicable, and if not, from the best sources of information in their power, the aggregate value of so much of the road and

fixtures, as is within their town. They should then ascertain the proportion of that value, in their district deducting the value of the fixtures, if there are none in their district; giving in all cases the twenty days notice required by law.

Board of Teacher.

13. The inhabitants of school districts cannot be compelled to board the teacher: And wherever, by vote of the district or otherwise, contracts have been made with the teacher to board around, and any of the inhabitants sending to school refuse to board such teacher, the Trustees may hire him boarded, and tax the district for the expense.

The teacher's board may either be included in his wages, or separately provided for, as the inhabitants, or in case of their refusal or omission to act, the trustees may think fit; or if the district prefer it, the teacher and the inhabitants sending to school consent to such arrangement, he may be boarded by the latter without charge, and in that case no tax need be raised on the district for this purpose, except in the case above provided for. If separately provided for at a specific sum per week, each inhabitant who contributes board, under such an arrangement, may be credited on his tax list, for the value of the board furnished by him.

Library Money.

14. No portion of the additional amount of public money required by the new law to be raised on the county, is to be appropriated to library purposes; one-fifth only of the amount formerly apportioned is to be applied as heretofore to that object.

Full catalogues of the library need not be annually furnished; it is sufficient to report a list of the volumes, &c., purchased since the last annual report, provided a full catalogue was then sent in, or since the time when such complete catalogue was furnished.

CHRISTOPHER MORGAN,

Supt. Com. Schools.

District School Journal.

ALBANY, MARCH, 1850.

The New School Law.

At the last session of the Legislature, an act was passed by a nearly unanimous vote, in both branches declaring Common Schools free to all persons residing in the several school districts of the State, over five and under twenty-one years of age, and prescribing the mode in which the requisite funds for the universal and free education of the youth of the State, thus required, should be provided. Solicitous, however, of ensuring the full and hearty co-operation of an enlightened public sentiment in this great measure, the representatives of the people added a clause to the act directing that it should be directly passed upon at the polls, at the then ensuing election, and that if approved by a majority of the legal voters of the State, it should then, and then only, become a law.

In addition to the ordinary mode of diffusing information of this important act, by placing it upon the statute book, and publishing it officially throughout the State, the Secretary of State was directed to cause five copies of the act, with such instructions for carrying it into effect as he might deem proper, to be furnished to the clerk of each of the eleven thousand school districts of the State, for the use of the inhabitants of such districts. Copies of the act were also published in the

District School Journal, which is furnished by law, gratuitously to every district in the State; and it is believed that nearly every newspaper printed in the State, copied the act, and commented to a greater or less extent upon its various provisions. For a period of nearly six months, the public attention was frequently directed to the great question to be settled at the polls, in reference to Free Schools, and the mode by which they were to be supported; and an animated discussion was maintained in nearly every important locality throughout the State, as well on the principle as on the details of the bill about to be submitted.

The result of this contest was, that of the three hundred and forty-one thousand, eight hundred and twenty-three votes cast on the question throughout the several election districts of the State, nearly two hundred and fifty thousand were cast in favor of the proposed law; and only about ninety-two thousand against it—showing a majority of nearly one hundred and fifty-eight thousand votes, and a clear majority of all the electors of the State, in its favor—the greatest number of votes ever cast in the State being 436,000.

Of the fifty-nine counties in the State, four only returned a majority against the law; and while the aggregate majorities in its favor in fifty-four counties was, 153,000, the aggregate majorities against it in the remaining four counties, were but about thirteen hundred.

In the face of this strong and hitherto unprecedented manifestation of the popular will, efforts have been made in several quarters, and are still understood to be in progress for a repeal of the law thus enacted; or if not for a repeal for such an alteration or modification of its provisions as will virtually accomplish that object. In one quarter, the law has been attacked as *unconstitutional*, and therefore void and of no obligatory force. In another it has been pronounced arbitrary, oppressive and tyrannical—imposing an intolerable burthen of taxation for a purpose wholly at variance with any of the recognized objects of a republican government—and therefore to be resisted and opposed upon these grounds. In still another quarter, its provisions are sought to be undermined by alleging that the failure on the part of the Boards of Supervisors of some of the counties of the State, to comply with a portion of its requisitions, not only dispenses with the necessity of carrying into effect the remaining provisions, but absolutely precludes the action of the inhabitants and officers under those provisions. Not content with proposing or suggesting such amendments to the *details* of the bill as may serve to render it generally acceptable, and to remove such objections as experience in its practical operation may have pointed out, its opponents aim at removing it wholly from the statute book, and with it the principle of Free Schools.

Now we apprehend it will not be seriously contended that the two hundred and fifty thousand legal voters who have given their sanction to the provisions of the new law, were *ignorant* either of the great principle which it was the design of that law to incorporate into our legislation, or of the details by which it was

proposed by the law itself to carry into effect that principle. Such an assumption would be a most gross and unjustifiable imputation upon the intelligence of the people. The conclusion then is inevitable that an overwhelming majority of the people, understandingly and deliberately approved by their votes, separately and distinctly cast on this issue alone, of the great measure of **FREE SCHOOLS**; and that they also determined, understandingly and deliberately, that the *details* proposed by the bill submitted to them by the legislature, should be adopted for the purpose of putting into immediate and practical operation, the principle thus established. It was understood and admitted on all hands that these *details* were subjects of experiment—and wholly within the control of the legislature. But until the experiment was tried, it was obviously impossible to determine whether, and how far they were adapted to the accomplishment of the object in view. The Superintendent of Common Schools, therefore, in his annual report, prepared before the adoption of any measures under the new organization, wisely and properly, in our judgment, forbore to suggest any additional legislation, other than the extension of the term of instruction provided for by the bill, from four to eight months, in the event of the refusal of the inhabitants of any district to make the necessary appropriation for that period.

Subsequent experience has, however, shown that other features of the law, are in their practical operation, subversive of that harmony and concord which should exist in every district—oppressive and burdensome to the owners of property—and in contravention of the spirit and intent of the Free School system. The committees of the Senate and Assembly, charged with the care of the educational interests of the State, immediately held a conference with the Superintendent,—carefully and patiently examined the complaints brought before them from every section of the State—looked into the practical workings of the law, as displayed by the immense mass of correspondence on the files of the Department—and embodied their conclusions in the bill, digested and prepared by the Superintendent, and reported by the literature committee of the Senate, accompanied by an able and eloquent report from the chairman of that committee, which together with the bill, will be found in another portion of our paper, and to which we ask the most attentive consideration of all the friends of Free Education.

We feel ourselves abundantly warranted in asserting that, under these circumstances, the new school law, as proposed to be amended by the bill to which we have referred, will prove acceptable to the great mass of the people of the State. The amendments, when carefully considered, will be found, in our judgment, fully to meet every reasonable objection which has hitherto been urged against the practical workings of the existing law. We trust they will be carefully canvassed; and that the legislature will have the benefit of the most matured experience, and the most ex-

tended observation of the true friends of Common School education throughout the State. If the details are not perfect, let them now be made as nearly so as human fallibility will admit. If there remain any objectionable features, capable of being removed or modified, consistently with the preservation of the great principle in subordination to which the bill itself has been framed, let such alterations and modifications be proposed: and when the action of the legislature has been had, upon a full and comprehensive view of the whole ground, let us all unite in faithfully carrying out the views and wishes of the people and of their representatives thus expressed.

With regard to the clamor in certain quarters to which we have alluded, for the entire *repeal* of the law, and to the allegations of its *unconstitutionality*, we do not deem it necessary, on the present occasion, to express our views, farther than to say, that, in our humble judgment, they are wholly unsupported either by facts or arguments. We do not believe that one in ten thousand of the intelligent voters who in November last, gave their deliberate sanction to the principle of Universal Education through the medium of Free Schools, is now inclined to reverse that opinion; and we have no hesitation in expressing our confident belief that the movement in question is confined almost exclusively to the bitter and uncompromising opponents of the law, at the polls. As to the *unconstitutionality* of the law, that is a question for the consideration of another—we will not say, a higher tribunal. If a law sanctioned by a hundred and fifty thousand majority of the people themselves, can be set aside as *unconstitutional*, and that too for the sole reason that it *has been* thus sanctioned,—and this is the only ground we have seen taken, on this portion of the argument—we shall at least have learned a new lesson in the science of republican government!

Still, the repeal in 1847 of the act authorizing the appointment of county Superintendents, under the pressure of a supposed public sentiment, which we now know to have been in great measure, spurious and manufactured for the occasion, warns us to be prepared for a similar general rush upon the legislature, by the opponents of the Free School principle, demanding its repeal; and we accordingly respectfully suggest that its friends take early, united and efficient measures for counteracting such a movement, wherever it manifests itself. Let us not again be taken by surprise; or lulled into a fatal repose by the noble victory we have already achieved.

Editor's Table.

PHYSICAL GEOGRAPHY, by MARY SOMERVILLE, author of the "Connection of the Physical Sciences," "Mechanism of the Heavens, &c., &c., Philadelphia. Lea & Blanchard, 1850.

We do not know of a more desirable and valuable book than this, for our school district libraries. It is one of the ablest and most finished scientific compen-

diums of the age. The present edition is furnished with a complete glossary of scientific and technical terms, and several very valuable annotations from the pen of Dr. Ruschenberger.

THE AMERICAN SPEAKER: Being a collection of pieces in Prose, Poetry and Dialogue, &c. By CHARLES NORTHEND, A. M., principal of the Epes School, Salem, Mass., &c., &c., New-York; A. S. Barnes & Co., 1850.

SCHOOL DIALOGUES; being a collection of exercises particularly designed for the use of Schools: By CHARLES NORTHEND, A. M. A. S. Barnes & Co., New-York, 1850.

Both these books are in our judgment, well worthy of the attention of teachers. The selections are admirable; and we cheerfully commend the works to the patronage of parents. Mr. NORTHEND is an experienced and able teacher; and any thing emanating from his pen may be regarded as practically valuable and interesting.

THE SCHOOL SONG AND HYMN BOOK: Edited by N. BRITTAN, and L. H. SHERWOOD New-York, A. S. Barnes & Co., 1850.

This little volume was originally suggested by the wants of the Lyons Union School of which Mr. BRITTAN was, and we believe still is, the Principal; and it will be found admirably adapted to the several district schools of the State. It comprises a great variety of the most beautiful and popular school room songs, and is worthy of general adoption.

Chambers' Educational Course:

Comprising

ELEMENTS OF ZOOLOGY, CHEMISTRY AND ELECTRICITY,
ELEMENTS OF DRAWING, TREASURY OF KNOWLEDGE,
ELEMENTS OF GEOLOGY, NATURAL PHILOSOPHY,
ELEMENTS OF PHYSIOLOGY.

Edited by D. MEREDITH REESE, M. D. New-York
A. S. Barnes & Co., 1849.

This will be found a most valuable and instructive series—well adapted to the wants of the school room, and worthy of a conspicuous place in the District Library. No men have done more than the Messrs. CHAMBERS, of Edinburgh, to diffuse a general knowledge of elementary scientific principles throughout England and Scotland; and Dr. REESE has entitled himself to the highest credit for the able manner in which he has reproduced the several works above enumerated, with such additions and comments of his own, as render them better adapted to the class of readers and student in this country, for whom they are designed.

INFORMATION FOR THE PEOPLE; OF TREASURY OF USEFUL KNOWLEDGE; by ROBERT SEARS.

We have here another very interesting and valuable volume, comprising a portion of the series of works heretofore noticed by us, from the fertile pen of Mr. SEARS, and containing a large amount of interesting and instructive reading designed for popular use, including choice collection in History, Geography, Agriculture and Rural Economy, &c. &c.

THE SIGHT SINGING MANUAL; by H. W. DAY, A. M.

This is decidedly one of the best collections of music and popular songs for the use of children, in our Common Schools, which we have yet met with.

THE AMERICAN INTELLECTUAL ARITHMETIC; designed for the use of schools and academies, by JOHN F. STODDARD, Principal of the Liberty Normal Institute, and graduate of the New-York State Normal School.

The highest compliment which we can pay to Mr. STODDARD's book, is to say—what we believe is generally conceded by all who have used it—that it is an improvement on Colburn's Mental Arithmetic.

EXERCISES IN RHETORICAL READING, by RICHARD GREEN PARKER, A. M. New-York, A. S. Barnes & Co.

THE LITTLE SPEAKER AND JUVENILE READER; by CHARLES NORTHEND, A. M. New-York, A. S. Barnes & Co.

The well deserved reputation of the compilers of these works respectively, affords an abundant guarantee of the value and excellency of these two books, whose titles we have here given. They constitute a welcome and valuable addition to the list of our Common School Readers, and we cheerfully commend them to the notice and patronage of teachers.

Primary Lessons.

Consists of a series of large cards for teaching a large number at once; and are to be used in connection with WEBB'S First Reader. These cards are decidedly the best we have seen, and well worthy a place in every school house.

These cards can be purchased as school apparatus, with the public money, under such restrictions and limitations as the law imposes.

GRAMMAR OF ARITHMETIC; or an Analysis of the language of figures and the science of numbers; by CHARLES DAVIES, L. L. D. New-York, A. S. Barnes & Co., 1850.

In calling the attention of parents and teachers to this work, it is sufficient to say that in addition to the high claims which it possesses from the known ability and reputation of its author, it has been placed on the list of books recommended by the Regents of the University to the several academies under their visitation; and that a copy furnished by the author has been forwarded by the Secretary of State to each of the school districts of the State, for examination.

Red Creek Academy.

The Regents of the University having selected this Institution to teach Common School Teachers, the Trustees on receiving their instructions, and finding them to be very general, leaving many things to their discretion, resolved to invite the Superintendents of the adjoining towns to meet with them and deliberate upon the best measures to promote the interests of Common Schools. This joint meeting took place at the Academy, on the 15th of November last, and was of a very interesting nature. The towns were well represented by several Superintendents who seemed to combine the talent and experience of a much larger number of their coadjutors. Each of them was officially connected with Common Schools some twenty years ago, and has ever since been deeply interested in every thing that pertains to the system.

The first question discussed related to the time when this class should be formed. The Regents required that four months gratuitous instruction should be given to at least twenty individuals who should be required to sign a pledge to devote a suitable portion of time to teaching Common Schools, but left it to the Trustees to determine in which term to give it, and whether it should be given during four continuous months, or be divided between two or more terms. After a full, free and somewhat extensive discussion, it was unanimously resolved that this class be taught during the

first half of the spring, and last half of the fall terms; the spring term will commence March 6th, and continue fifteen weeks; and fall term the thirty-first day of July, and continue the same length of time. Hence the first half term of the teachers class ends April 26th, and the last half November 12th. By this arrangement, the teachers can close their winter schools, and come immediately into the teachers class, and then go directly from this class to their summer schools, and the same in relation to their summer and winter schools.

The 3d resolution required the agent to give proper notice of the gratuitous instruction to be given to Common School Teachers. The 3d required the Superintendents to aid in giving this notice, and to direct suitable persons to this institution for instruction. The 4th appointed the Superintendents a visiting committee, whose duty it should be to witness the examinations of the teachers at the close of each half term. The fifth and last resolution was presented after a most interesting conversation of about two hours' length, in which Rev. Mr. Carrie of Sterling, and Messrs. Doud of Huron, Meacham of Cato, and Miller of Wolcott, took a most pleasing and profitable part; and is in the following words: "Resolved, that each individual receiving instruction in the teachers class in Red Creek Academy, be thoroughly drilled in *Orthography, Reading and Writing*; and that the great propriety of their *teaching morality both by precept and example* be deeply impressed upon their minds."

Thus it will be seen that the first half term of the teachers class will commence March 6th, 1850. All who desire admission into it are requested to inform the agent at the earliest opportunity. Those who attend during the first half of the spring term will be expected to attend the last half of the fall term.

WM. C. MASON, Agent of
Red Creek Union Academy.

GRAMMAR OF ARITHMETIC, OR AN ANALYSIS OF THE LANGUAGE OF FIGURES AND THE SCIENCE OF NUMBERS.

By CHARLES DAVIES, L. L. D.

This work claims three things:

- 1st. That it presents the subject of Arithmetic in a new light;
- 2d. That it lays in the minds of learners the right foundation of a mathematical education; and
- 3dly. That its new rules for the uses of figures are of great practical utility.

That the work accomplishes those objects the following recommendation by gentlemen, well known for the scientific attainments, attests.

MILITARY ACADEMY OF U. S.
West Point, January 17th, 1850.

"The Grammar of Arithmetic, by Prof. Davies, presents the subject in a new light. It so analyzes Arithmetic as to impress the mind of the learner with the first principles of mathematical science in their right order and connection; and the new rules for the reading of figures are of great practical value."

(Signed,)

W. H. C. BARTLETT,

Prof. of Nat. and Experimental Philosophy.

A. E. CHURCH, Prof. of Mathematics.

D. H. MAHAN, Prof. of Civil Engineering.

VALUABLE SCHOOL BOOKS, PUBLISHED BY J. W. PRENTISS & CO., KEENE, N. H.

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I. Primary Arithmetic or mental operations in numbers—being an introduction to the revised edition of Adams' New Arithmetic.

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"The design of the author in the preparation of the work has been to lead the pupil on, step by step wholly in the order of discovery. This arrangement is based upon the principle, that if the understanding is thoroughly reached the memory will take care of itself."

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February, 1850.

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EZRA D. BARKER,

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July 16 JOHN P. JEWETT.

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From Professor J. S. Hart, Principal of Philadelphia Central High School, Author of an *English Grammar, Class Books of Prose and Poetry, an Exposition of the Constitution of the United States*, &c.

Central High School, Philadelphia, June 15, 1847.

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JOHN S. HART.

To Messrs E. C. & J. Biddle

The above named works are for sale by Phillips & Sampson, Boston; C. M. Saxton, New-York; Cushing & Brothers, Baltimore; H. W. Derby & Co., Bradley & Anthony, and J. F. Dealow Cincinnati; and by the principal Booksellers generally, throughout the Union.

SCHOOL BOOKS OF ESTABLISHED REPUTATION. Published by JENKS, PALMER & Co., No. 131 Washington-street Boston, and for sale by Booksellers and country traders generally:

Parley's Histories.—First Book. Western Hemisphere: Newly stereotyped and brought down to the present time, with new engravings, &c. Second Book—Eastern Hemisphere brought down to a recent date, with new engravings, &c. Third Book—Ancient History.

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Emerson's Watts on the Mind, with corrections, questions and supplement; Emerson's National Spelling Book; Introduction to do.

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Russell's Lessons in Enunciation. *Russell's Elocution*.

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Frost's Grammar; *Bossut's French Phrase Book*; *Holbrook's Geometry*; *Abbot's Little Philosopher*; *Noyes' Perseus*; *Blair's Outlines of Chronology*.

School Committees, Teachers, &c. desirous of examining any of the above, supplied without charge; their correspondence solicited, and where the books are desired for use, liberal arrangements made for introduction or permanent supply.

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BULLIONS' HIGH SCHOOL GRAMMAR.

An Analytical and Practical Grammar of the English Language, by Rev. P. Bullions, D.D., author of a series of grammars, English, Latin, and Greek. The great body of teachers who make use of Dr. Bullions' Classical series, will only need to be informed that this is his latest work, carefully prepared with reference to its forming the first link in the series. Although but just issued, it is already extensively introduced.

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An improved system of Arithmetic, by J. B. Dodd, President of Transylvania University, Kentucky. This Arithmetic, it is believed, will be found the most comprehensive, well arranged and complete, that has yet appeared. The author has kept simplicity in view, and at the same time, has aimed to enable the pupil to arrive at a thorough understanding of the science. There is ample testimony from the best sources in favor of this work.

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ANOTHER NEW BOOK. To School Teachers, and the friends of education generally. GATES, STEDMAN & Co., 166 Nassau-street, New-York, publish this day, Monday, September 3d, 1849, *The Second Reader (Third Book) of the Natural Series of Reading Books*, by OLIVER B. FIERCE.

"Take Nature's path, and mad opinions leave."—Pope.
Also an *Essay on Reading, Spelling, &c.*, by the same.

Teachers and School officers in the city are invited to call and receive copies for examination.

Those residing in any other part of the United States, who will send, post-paid, their post-office address, shall receive, gratis, through the mail, copies of Pierce's Primer, Pierce's First Reader, and Pierce's Second Reader, subject only to postage, which on the Primer bound, is $4\frac{1}{2}$ cents; on the First Reader, $6\frac{1}{2}$ cents; on the Second Reader, 10 cents; the Essay, 2 $\frac{1}{2}$ cents.

The following are some of the features of the "Natural Series," when complete. Especial attention is solicited to the plan of teaching the right pronunciation of words, (without continual reference to the teacher,) as the author believes that life is too short for a person to be required to spend one half of it in going astray, and half of the other half in discovering his mistake, and returning to the right road.

- I. *The Primer*, alphabetical, with more than seventy cuts.
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- III. *The Second Reader*, with more than fifty cuts; 252 pages.
- IV. *The Third Reader*, to be issued in October, 1849.
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The Primer presents a new and improved method of learning the alphabet. Following the Alphabetical Exercises are XXXIV easy lessons in Spelling and Reading.

In his progress through the series, the child learns ~~to~~ correctly the principles of Orthoepy and Orthography, by the same lessons, and according to *actual usage* among the best speakers and writers of the day.

By the various primary works, from the first writing of the language, down to the present time, the learner has been taught to pronounce ~~to~~ *incorrectly* ~~and~~ various classes of words, but especially that very numerous class having the termination *ed*, not *spoken* as a separate syllable; as *lov-ed*, *prov-ed*, *knock-ed*, *dash-ed*, *miss-ed*, &c.

The child having been taught by the books to pronounce such words as just indicated, finds later, to his perplexity and discouragement, that what he has thus acquired is all wrong. He must now unlearn this, and learn that such words are to be spoken, *lov not lov-ed; prov not prov-ed; nok not knock-ed; dash not dash-ed; mist not miss-ed*, &c.

By the Natural Series, the child is always taught the *right first*; and not the *wrong afterwards*.

It is believed that the use of the *Natural Series* will secure a free, easy, and natural style of elocution in the progressive tyro, and will *naturalize* the constrained, stiff, and artificial reader.

It is believed, also, that these books are better graduated in their intellectual character, than others now in common use, and *simpler, clearer, higher, and more attractive and impressive* in their moral tone.

PROFESSOR MANDEVILLE'S READING BOOKS.—D. Appleton & Co., New-York, 300 Broadway, have now ready:

- I. *Primary or First Reader*, 1 volume, 16mo, 16 cents.
- II. *Second Reader*, 1 volume, 16mo, 16 cents.
- III. *Third Reader*, 1 volume, 16mo, 26 cents.
- IV. *Fourth Reader*, 1 volume, 12mo, 36 cents.
- V. *Fifth Reader, or Course of Reading*, 1 volume, 12mo, 75 cents.
- VI. *Elements of Reading and Oratory*, 1 volume, 8vo, \$1.

By HENRY MANDEVILLE, D.D., Professor of Moral Sciences and Belles Lettres in Hamilton College, N. Y.

The above series of Reading Books are already very extensively introduced and commended by the most experienced teachers in the country. "Professor Mandeville's system is eminently original scientific and practical, and destined, wherever it is introduced, to supersede, at once, all others."

The Publishers have reduced the prices, so that they are cheaper than any other series published, and offered for introduction on the most liberal terms.

A few Opinions of their Merits.

At the quarterly meeting of the Committee on text books of the Common School Association of Ashtabula County, Ohio, it was unanimously resolved:

"We recommend Professor Mandeville's Series of Reading Books comprising Primary Reader, Second Reader, Third Reader, Fourth Reader, Course of Reading, and Elements of Reading and Oratory, for the following among other reasons:

1. They contain a greater variety of matter and style than any other series with which we are acquainted; and the selections are peculiarly well adapted to interest the young, and to form the habit of reading in an easy natural manner, instead of the stiff mechanical mode prevalent in our schools.

2. The punctuation throughout the series is in accordance with sentential structure; and coinciding with the delivery, a guide to it. This admirable system of punctuation is fully developed in the sixth book of the Series.

3. The fifth and sixth books contain a complete classification and description of all the sentences of the English language, with numerous examples: in the sixth are definite rules, derived from the structure of sentences, for their proper delivery; and throughout the series signs are introduced so far as necessary, to guide the pupil in giving the proper inflection, and the various evolutions or movements of the voice.

4. The nature of Emphasis is fully and philosophically explained, and its vocal effects are so clearly pointed out, that learners, with ordinary instructions, will be in little danger of forming the habit of reading in a monotonous manner.

5. "In short, these works, being eminently scientific and practical, are well calculated to make intelligent and accomplished readers; to lead pupils to think and to give to thought its appropriate rhetorical and vocal expression; and we are fully of the opinion, that with the use of these books in the hands of teachers acquainted with the system, the labor of learning to read will be very much abridged; and consequently their introduction will prove a great saving to the community in a pecuniary point of view."

We, the undersigned Board of Examiners, and Committee on Text Books, for the county of Ashtabula, having critically examined Mandeville's Series of Readers, and carefully compared their merits with the Reading Books in prevalent use, consider them superior in most respects—have adopted them, and ordered copies for the immediate supply of the Schools of Ashtabula county.

Cherry Valley, Oct. 9th, 1849.

A. KRUM, } School Examiners.
A. H. BAILEY, }
J. TUCKERMAN, Co. Supt'd of Schools

Resolution passed by the Institute of Hancock County, Me., October 19th, 1849.

Resolved—That we tender our warmest thanks to Prof. Mandeville, for his able and eminently practical instructions in Elocution; and that we will advise all to make themselves familiar with his system, as developed in his Reading Books, who wish to make the following invaluable acquisitions:

1. To acquire a complete knowledge of the structure of the English language, both sentimentally and grammatically.
2. To be able to designate any sentence in any book at a glance.
3. To be able to give, with equal rapidity, its proper punctuation.
4. To be able to declare its proper delivery, and, with sufficient practice, to give it; thus making Reading and Speaking depend upon rules as universal and precise as those of any of the exact sciences.

At a meeting of the Board of Education, of the city of Brooklyn, it was unanimously resolved, that Prof. Mandeville's Series of Reading Books be exclusively adopted as Text Books in the Common Schools of the City.

From D. C. Comstock, Principal of Public School, No. 1, Lansingburgh, N. Y.

"I have examined with great care Prof. Mandeville's Series of Reading Books, and as a result I have no hesitation in pronouncing them to be the best, upon this most important branch of Education, that have ever come under my observation. The author has, in my judgment, followed Nature to the letter—he presents the subject in the natural order, [and this, allow me to say, is often perverted, both by Teachers and Authors. . . .] In conclusion, allow me to say, that in my opinion, Prof. M. has rendered a very important service to the cause of Education, and I am confident that his works will become popular among intelligent parents and teachers."

A BOOK FOR EVERY FAMILY—*Imray's Cyclopaedia of Domestic Medicine*; published by GATTS, SREDMAN & Co., 116 Nassau street, New-York. While the above work is not considered a substitute for the Medical Practitioner, nor intended to make "every man his own doctor," it is believed to be a truly valuable Family Book. It contains just the information that every well qualified physician desires his patrons to possess. It presents a concise but clear view of the nature, predisposing causes, premonitory signs, and distinguishing symptoms of disease; the properties, uses and doses of medicines, with the effect they are adapted to produce, &c. It contains short treatises on Diet, Air, Clothing, Bathing, Exercise, &c., regarding the preservation of health; on the management of the sick-room, nursing the sick, preparation of food for them; directions for the application of Leeches, Blisters, Draughts, Poultices, and such other information as will tend to mitigate the sufferings of the sick-room, and render the recovery from sickness far more probable and speedy. The directions in cases of sudden emergency, such as poisoning, drowning, freezing, convulsions, burns, ruptured arteries, stricken by lightning, and such causes as would prove fatal by delay, are of great utility.

We subjoin the following certificate from a well accredited physician of extensive practice in Cortland County, New-York:

"I have examined with much satisfaction, the Cyclopaedia of Domestic Medicine, by Dr. Imray. I regard it as one of the most complete and judicious works ever produced on the subject. The article on the management of sick rooms is worth the price of the book. The article on the lying-in room and nursery is of great value, and no mother, real or expectant, ought to neglect its careful study. The facts and principles of the work, are, in general, fully up with the latest discoveries in medicine. The language is well adapted to the comprehension of the non-professional reader. I can most cordially recommend it to the careful attention of individuals and families."

C. GREEN, M. D.

Pamphlets containing notices and descriptions of this work to be had gratis, at the store of the publishers, or sent by mail, if required.

The above is a rare book for canvassing agents, to whom liberal terms are offered. ~~to~~ All communications to be post paid.

CHAMBERS' EDUCATIONAL COURSE. The Elementary Sciences. Edited by D. M. REESE, M.D., LL.D., Published by A. S. BARNES & CO., No. 51 John street, New-York.

The object of the following works is to furnish the friends of an improved system of education with the books required for carrying out their views, in the actual business of the school room, and the family circle.

The Messrs. Chambers, whose works are so favorably known in the different departments of literature, throughout this country as well as Europe, have employed the first professors in Scotland in the preparation of these works. They are now offered to the Schools of the United States, under the American revision of D. M. Reese, M.D., LL.D., late superintendent of public schools of the city and county of New-York.

I. CHAMBERS' TREASURY OF KNOWLEDGE, (3 parts in one,) 75 cents.

Part 1 embraces elementary lessons in common things, or things which lie most immediately around us, and first attract the attention of the young mind.

Part 2 embraces practical lessons on common objects, such as articles or objects from the Mineral, Vegetable and Animal Kingdoms, manufactured articles, miscellaneous substances and objects, &c.

Part 3 embraces introduction to the Sciences. This presents a systematic view of nature under the various sciences. Care is taken that the information given should not be a superficial view of a few unconnected phenomena, but a chain of principles calculated, in combination, to impress a distinct and comprehensive idea to the mind of the very young child. This volume is designed for an early reading book, that the scholar may be exercised in reading, and at the same time acquire knowledge of such subjects as his capacity will enable him to understand. It contains much useful information upon common objects of life.

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6. CHAMBERS' ELEMENTS OF ZOOLOGY. Illus. \$1. Presenting a complete view of the Animal Kingdom as a portion of external nature. As the composition of one of the most eminent physiologists of our age, it possesses an authority not attributable to such treatises in general.

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Teachers wishing to examine the above books, with reference to their adaptation as text books for their schools, shall be furnished with copies for that purpose at one-half the above retail prices.

A. S. BARNES & Co.

A NEW SYSTEM OF PENMANSHIP.—The Common School Writing Book, in Five Nos., by Otis G. Badlam. The peculiarities of this system consist in light lined letters for tracing, which require more observation than perfect or outline letters to be traced or filled; in clearly illustrating, by elements, &c., the manner of making and joining all letters without lifting the pen; in the use of

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These Arithmetics have been published less than four years, and yet such is their merit in the estimation of practical teachers, that they have been adopted, and are now in use in the public schools of the cities of New-York, Brooklyn, Hartford, Springfield, Bridgeport, Rochester, Buffalo, Cleveland, Detroit, Syracuse, Auburn. They are also in use in many of the best academies and Schools in the various States of the Union. Teachers are furnished with copies of either for examination with a view to use.

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No series of school books, during the short period from their first publication, has had so wide a circulation, or been so favorably received by teachers and the friends of education, as Sanders' Series of Reading Books. They have been officially adopted in almost every county in the State of New-York, as the uniform series of text-books. They are also extensively used in New-England, and in the Southwest and Western States.

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